

STATE OF CALIFORNIA  
Budget Change Proposal - Cover Sheet  
DF-46 (REV 08/15)

Fiscal Year <b>2016-17</b>	Business Unit <b>8955</b>	Department <b>California Department of Veterans Affairs</b>	Priority No. <b>1</b>
Budget Request Name <b>8955-401-BCP-DP-2016-MR</b>		Program <b>6995 - Veteran Claims &amp; Rights</b>	Subprogram <b>010 - Claims Representation</b>

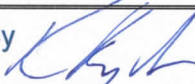
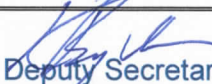
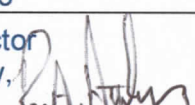
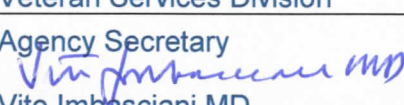
Budget Request Description  
**California Transition Assistance Program**

Budget Request Summary

This proposal requests \$813,000 General Fund in Budget Year 2016-17 and \$774,000 General Fund annually thereafter to support 7.0 positions, of which 5.0 are existing but unfunded, which will support the California Transition Assistance Program to help veterans transition from military to civilian life.

Requires Legislation <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Code Section(s) to be Added/Amended/Repealed	
Does this BCP contain information technology (IT) components? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, departmental Chief Information Officer must sign.</i>	Department CIO	Date
For IT requests, specify the date a Special Project Report (SPR) or Feasibility Study Report (FSR) was approved by the Department of Technology, or previously by the Department of Finance. <input type="checkbox"/> FSR <input type="checkbox"/> SPR Project No. Date:		

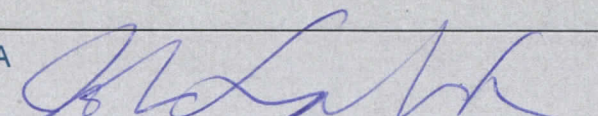
If proposal affects another department, does other department concur with proposal? ☐ Yes ☐ No  
*Attach comments of affected department, signed and dated by the department director or designee.*

Prepared By  Angela Yamamoto	Date <b>5/11/16</b>	Reviewed By  Keith Boylan, Deputy Secretary Veteran Services Division	Date <b>5/11/16</b>
Department Director Russell Atterberry, Undersecretary 	Date <b>5/11/16</b>	Agency Secretary  Vito Imbasciani MD	Date <b>11 May 2016</b>

Department of Finance Use Only

Additional Review: ☐ Capital Outlay ☐ ITCU ☐ FSCU ☐ OSAE ☐ CALSTARS ☐ Dept. of Technology

BCP Type: ☐ Policy ☐ Workload Budget per Government Code 13308.05

PPBA 	Date submitted to the Legislature <b>5/13/16</b>
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# BCP Fiscal Detail Sheet

BCP Title: California Transition Assistance Program

DP Name: 8955-401-BCP-DP-2016-MR

## Budget Request Summary

	FY16					
	CY	BY	BY+1	BY+2	BY+3	BY+4
Positions - Permanent	0.0	2.0	2.0	2.0	2.0	2.0
<b>Total Positions</b>	<b>0.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>
Salaries and Wages						
Earnings - Permanent	0	451	451	451	451	451
<b>Total Salaries and Wages</b>	<b>\$0</b>	<b>\$451</b>	<b>\$451</b>	<b>\$451</b>	<b>\$451</b>	<b>\$451</b>
Total Staff Benefits	0	250	250	250	250	250
<b>Total Personal Services</b>	<b>\$0</b>	<b>\$701</b>	<b>\$701</b>	<b>\$701</b>	<b>\$701</b>	<b>\$701</b>
Operating Expenses and Equipment						
5301 - General Expense	0	51	12	12	12	12
5302 - Printing	0	1	1	1	1	1
5304 - Communications	0	5	5	5	5	5
5306 - Postage	0	2	2	2	2	2
5320 - Travel: In-State	0	28	28	28	28	28
5322 - Training	0	7	7	7	7	7
5324 - Facilities Operation	0	4	4	4	4	4
5326 - Utilities	0	2	2	2	2	2
5340 - Consulting and Professional Services - Interdepartmental	0	7	7	7	7	7
5344 - Consolidated Data Centers	0	1	1	1	1	1
5346 - Information Technology	0	4	4	4	4	4
<b>Total Operating Expenses and Equipment</b>	<b>\$0</b>	<b>\$112</b>	<b>\$73</b>	<b>\$73</b>	<b>\$73</b>	<b>\$73</b>
<b>Total Budget Request</b>	<b>\$0</b>	<b>\$813</b>	<b>\$774</b>	<b>\$774</b>	<b>\$774</b>	<b>\$774</b>

## Fund Summary

Fund Source - State Operations						
0001 - General Fund	0	813	774	774	774	774
<b>Total State Operations Expenditures</b>	<b>\$0</b>	<b>\$813</b>	<b>\$774</b>	<b>\$774</b>	<b>\$774</b>	<b>\$774</b>
<b>Total All Funds</b>	<b>\$0</b>	<b>\$813</b>	<b>\$774</b>	<b>\$774</b>	<b>\$774</b>	<b>\$774</b>

## Program Summary

Program Funding						
6995010 - Claims Representation	0	813	774	774	774	774

**Personal Services Details****Salary Information**

Positions	Min	Mid	Max	<u>CY</u>	<u>BY</u>	<u>BY+1</u>	<u>BY+2</u>	<u>BY+3</u>	<u>BY+4</u>
5393 - Assoc Govtl Program Analyst (Eff. 07-01-2016)				0.0	2.0	2.0	2.0	2.0	2.0
<b>Total Positions</b>				<b>0.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>

Salaries and Wages	<u>CY</u>	<u>BY</u>	<u>BY+1</u>	<u>BY+2</u>	<u>BY+3</u>	<u>BY+4</u>
5393 - Assoc Govtl Program Analyst (Eff. 07-01-2016)	0	451	451	451	451	451
<b>Total Salaries and Wages</b>	<b>\$0</b>	<b>\$451</b>	<b>\$451</b>	<b>\$451</b>	<b>\$451</b>	<b>\$451</b>

**Staff Benefits**

5150350 - Health Insurance	0	88	88	88	88	88
5150450 - Medicare Taxation	0	7	7	7	7	7
5150500 - OASDI	0	28	28	28	28	28
5150600 - Retirement - General	0	114	114	114	114	114
5150700 - Unemployment Insurance	0	1	1	1	1	1
5150800 - Workers' Compensation	0	12	12	12	12	12
<b>Total Staff Benefits</b>	<b>\$0</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>	<b>\$250</b>
<b>Total Personal Services</b>	<b>\$0</b>	<b>\$701</b>	<b>\$701</b>	<b>\$701</b>	<b>\$701</b>	<b>\$701</b>



## Analysis of Problem

### A. Budget Request Summary

This proposal requests \$813,000 General Fund in Budget Year 2016-17 and \$774,000 General Fund annually thereafter to support 7.0 positions, of which 5.0 are existing but unfunded, which will support the California Transition Assistance Program (Cal-TAP) in the Veteran Services Division of the California Department of Veterans Affairs (CalVet).

### B. Background/History

The State of California is home to the largest number of veterans in the nation. With a population of more than 1.8 million veterans, roughly 12 percent of the nation's former military force call California home. Approximately 30,000 veterans are expected to separate from service and return to California each year for the next ten years.

Chapter 647, Statutes of 2014 (AB 1509) required the CalVet to develop a transition assistance program plan to assist veterans who have been discharged from the Armed Forces of the United States or the National Guard of any state, as specified. AB 1509 required the program plan to include certain California-specific transition assistance information.

Historically, veterans have always faced transitional challenges after returning from service and continue to be disproportionately represented among the homeless and unemployed. In addition to the complex set of factors influencing homelessness; extreme shortage of affordable housing, livable income, and access to health care; a large number of displaced and at-risk veterans live with the effects of post-traumatic stress disorder, traumatic brain injury, and substance abuse. Compounding these issues is often times a lack of family and social support networks. Additionally, transferring military experience, education, and training to the civilian workforce can be difficult, placing some veterans at a disadvantage when competing for employment. With the growing diversity among service members, additional challenges arise in the effective delivery of service and support to this changing demographic, including services to minorities, female, and lesbian, gay, bisexual, and transgender veterans.

The Department of Defense (DoD) Transition Assistance Program (TAP) was developed in 1990 to assist separating and retiring military members in preparing for their transition back to civilian life. The program consisted of a one-week curriculum that primarily focused on employment. The TAP was coordinated by the Department of Labor (DOL) and provided three days of employment training focusing on identifying transferable skills, resume writing, and effective interviewing techniques. The remaining scheduled curriculum was filled by representatives of the United States Department of Veterans Affairs (USDVA) and DoD family support networks.

The largest criticism of the TAP program was that it was not available to all separating service members with often times no program in place for National Guard or Reserve members. Additionally, the USDVA role was so minimal that it was not possible to properly disseminate nor retain the volumes of information delivered in such a short period of time. The USDVA benefits education portion of the program was often referred to as "drinking from a fire-hose." The DoD representatives that presented at TAP were also criticized for lacking the understanding of the civilian world and the myriad of challenges service members might face once they took the uniform off.

In the federal Vow to Hire Heroes Act of 2011, a new transition program for exiting service members was mandated. Over the past three years, the DoD, USDVA, DOL, along with partners like the Small Business Administration, United States Department of Education have restructured the program formerly known as TAP into what is now called Transition: Goals, Plans, Success (T-GPS).

The focus of the T-GPS program is to develop a curriculum that can be standardized and delivered with consistency across all branches of the military. Additionally, the T-GPS program was made mandatory for all exiting service members and is also available to spouses in a live classroom or online format up to 12 months before separation. T-GPS is an outcome-based modular curriculum which offers a core curriculum with standardized learning objectives. The program's goal is to prepare service members for the transition to civilian life by aligning their experience and knowledge obtained in the military with their civilian career goals. The program is designed to achieve this alignment by offering service members three distinct tracts; Education, Technical Training, and Entrepreneurship. The training



## Analysis of Problem

modules are delivered by the Military Services and partnering agencies at installations across the country.

### C. State Level Considerations

This proposal is aligned with the CalVet's Strategic Goals and Objectives:

Strategic Goal 1: Increase the accessibility and utilization of benefits and services through advocacy and education.

Objective A: Expand and improve the methods for identifying and contacting veterans and their families.

Objective B: Connect veterans with the services they need through outreach and advocacy.

Objective C: Ensure ongoing support for our veterans and their families through continuous communication.

Objective D: Increase the points of access to information about benefits and services through community partnerships and greater social media activity.

Objective E: Improve current services and support the development of future services for women veterans and their families.

Objective F: Increase outreach to women veterans through recurring events and outreach materials.

Objective K: Increase awareness of and expand outreach to minority veterans.

### D. Justification

Although the CalVet recognizes the improvements in the current federal T-GPS program, it is vital that California develop and deploy an independent transition program that effectively supplements the federal program and details the benefits, services, and support available throughout a coordinated state and community system of care. Attempting to inform and assist the needs of service members prior to exiting the military is an important first step in a successful transition to the civilian community. However, it is abundantly clear through the disproportionate number of veterans facing significant barriers that more needs to be done. The Cal-TAP will offer a full array of transition assistance to not only those who have recently exited the military, but to all veterans in the state. It is essential that veterans are connected to the state system of care as they progress in their lives and the needs of both the veteran and their family change.

The goals of the Cal-TAP are:

- Inform and connect veterans of all eras to their earned federal and state benefits.
- Coordinate the delivery of the program with all stakeholders to ensure the unmet, emerging, or expanding needs of veterans and their families are met.
- Provide continued support and assistance to veterans and their families as their needs change over time.

The Cal-TAP will work in collaboration with federal, state, and community-based organizations. The Cal-TAP curriculum will be developed based on current best practices and the analysis of veteran demographic and benefits usage data regionally. Curriculum will continuously be evaluated with recommendations derived from up to date veteran data and research analysis, producing recommendations for targeting outreach and information to meet the veteran need. To inform and connect veterans of all eras successfully, a core curriculum will be developed that upon completion will lead veterans into three pathways: education, employment, and entrepreneurship—a total of 22 modules. See Attachment A, Cal-TAP Curriculum. The Cal-TAP format will be comprised of a variety of learning formats, to include both online and in-person options to ensure that the curriculum is accessible to all.

## Analysis of Problem

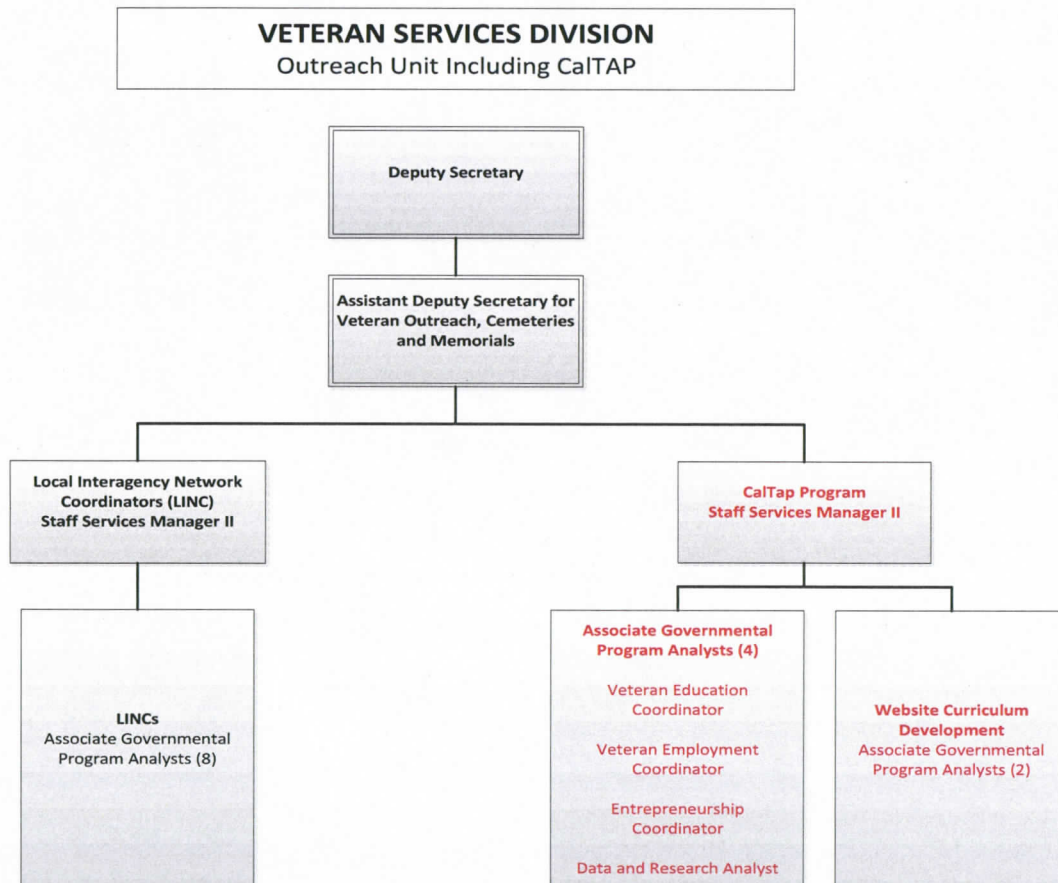
### *On-Line Curriculum*

The online curriculum will initially include all of the Cal-TAP core curriculum described in Attachment A and will be available to veterans 24 hours a day. Formats include computer-based training modules, recorded webinars, and printable handouts, with subject matter experts for each module. Experts from CalVet, USDVA, and other organizations who administer programs and benefits for veterans will participate in the web-based curriculum. Two CalVet Website Curriculum Developers will develop and continuously improve the online curriculum based on best practices and current data research available for veterans of all eras. The curriculum will be continuously adapted and modified to include additional modules, as well as reflect any changes to federal and state statute and regulations governing veteran benefits.

### *In-Person Curriculum*

In-person Cal-TAP courses will be offered in 15 regions throughout California, making the courses accessible for all veterans. The Cal-TAP training coordinators will facilitate training opportunities throughout the state by collaborating with service providers in each region as subject matter experts and presenters for the Cal-TAP courses. The curriculum trainings will be facilitated through a collaborative effort of existing CalVet Local Interagency Network Coordinators (LINC) program staff. The LINC program staff serve as information conduits in various local communities throughout California. The Cal-TAP training coordinators will coordinate four tracts of training to include the core curriculum, as well as education, employment, and entrepreneurship pathways. All participating service providers and presenters for the Cal-TAP will be certified by the CalVet to be culturally competent per a mandatory training course prior to delivering training to veterans participating in the Cal-TAP.

This proposal requests funding for 1.0 Staff Services Manager II and 6.0 Associate Governmental Program Analysts (AGPA) including position authority for 2.0 of these positions to develop and continuously update the online and in-person curriculum. Experts from organizations who administer programs and benefits for veterans will deliver the curriculum, and veterans can hear directly from the CalVet, USDVA, and numerous non-profit community-based organizations about specific benefits and services available nationally, state-wide, or more importantly in the community where they live.





## Analysis of Problem

### E. Outcomes and Accountability

#### Projected Outcomes

Workload Measures	CY	BY	BY+1	BY+2	BY+3	BY+4
Number of Cal-TAP modules available online	0	22	22	22	22	22
Number of in-person Cal-TAP courses offered	0	12	36	36	36	36

### F. Analysis of All Feasible Alternatives

**Alternative 1:** A permanent augmentation of \$813,000 General Fund and 2 positions in 2016-17 and \$774,000 General Fund and 2 positions annually thereafter to support the Cal-TAP.

#### Pros:

- Inform and connect veterans of all eras to their earned federal and state benefits.
- Ability for the CalVet to coordinate the delivery of the program with all stakeholders to ensure the unmet, emerging, or expanding needs of veterans and their families are met.
- Continued support and assistance to veterans and their families as their needs change over time.
- Online curriculum designed for any and all war era veterans will be developed to include:
  - Webinars.
  - Computer-based training.
  - Other training materials developed and posted on the CalVet website.
- Anyone will be able to register and take the online curriculum, 24 hours a day.
- In-person courses with presentations of the modules by various service providers will be offered throughout the state.
- A database of service providers who would be developed for education, employment, and entrepreneurship regionally.
- Demographics will be collected and analyzed to develop strategies to improve the program.

#### Cons:

- Additional cost to the General Fund.

**Alternative 2:** A permanent augmentation of 1.0 Staff Services Manager I and 4.0 AGPAs.

#### Pros:

- Inform and connect veterans of all eras to their earned federal and state benefits.
- Limited ability for the CalVet to coordinate the delivery of the program with all stakeholders to ensure the unmet, emerging, or expanding needs of veterans and their families are met.
- Limited continued support and assistance to veterans and their families as their needs change over time.
- Online curriculum designed for any and all war era veterans will be developed to include:
  - Webinars.
  - Other training materials developed and posted on the CalVet website.
- Anyone will be able to register and take the online curriculum, 24 hours a day.
- Demographics will be collected.

## Analysis of Problem

### Cons:

- Additional cost to the General Fund.
- Computer-based training will not be produced.
- Less value and reduced effectiveness by only offering two of the learning formats (web-based print materials for review and webinars) but not actual computer based training.
- Less value and reduced effectiveness as no data analysis and ongoing improvements based on data collected from the program can be utilized.

### Alternative 3: Maintain Status Quo:

#### Pros:

- No additional cost to General Fund.

#### Cons:

- No Cal-TAP program would be developed and deployed to inform and connect veterans of all eras to their earned federal and state benefits.
- No independent transition program that effectively supplements the federal program and details the benefits, services, and support would be available throughout a coordinated state and community system of care.
- Veterans who have exited the military may not have an opportunity to enroll in a training program that raises their awareness of benefits and services to which they may be entitled.
- Limited ability for the CalVet to coordinate the delivery of the program with all stakeholders to ensure the unmet, emerging, or expanding needs of veterans and their families are met.
- Limited continued support and assistance to veterans and their families as their needs change over time.

## G. Implementation Plan

June 2016 – Post job announcements.

June 2016 – Interview applicants.

July 2016 – Hire and onboard incumbents.

## H. Supplemental Information

Computers, cell phones, and desk phones would need to be purchased. Additional travel costs for in-person trainings are estimated at \$26,000 per year.

## I. Recommendation

Approve Alternative 1, a permanent augmentation of \$813,000 General Fund and 2.0 positions in 2016-17 and \$774,000 General Fund and 2.0 positions annually thereafter to support the Cal-TAP.



**I. Cal-TAP Core Curriculum**

**Module 1: Overview – “Introduction to Cal-TAP”**

*(The Lessons in Module 1 are an overview of the Core Curriculum providing the veteran an understanding of the goals and learning objectives of the Cal-TAP program. Veterans will develop a myCalVet profile as the first step in connecting to their earned benefits.)*

- A. Purpose
- B. Goals
- C. Structure
- D. Learning Outcomes
- E. Creating a **my**CalVet Profile

**Module 2: Understanding Resilience – “A Brain at War”**

*(The Lessons in Module 2 will provide the veteran the opportunity for self-assessment; understand the challenges of service on the family; connection to support networks that assist in the transition from service member to civilian.)*

- A. Stress Management
- B. Moral Injury
- C. Family Service
- D. Battle-mind to Civilian-mind
- E. Finding Community Support and Services

**Module 3: Veteran 101 – “Accessing VA Healthcare”**

*(The Lessons in Module 3 will provide the veteran with an overview of the health care benefits available through the Veterans Health Administration (VHA); accessing VHA services; identifying additional health care resources; special programs/presumptive conditions.)*

- A. Applying for VA Health Care
  - 1. Application Process
  - 2. Eligibility Requirements
  - 3. Enrolling On-line
- B. Determining Cost
  - 1. Priority Groups
  - 2. Co-Pay Means Test
  - 3. Health Insurance
  - 4. Annual Income Thresholds
  - 5. Non-VA Care
  - 6. Purchased Care
- C. Affordable Care Act
  - 1. Overview
  - 2. Covered California
- D. Conditions and Treatments
  - 1. A-Z Index of Conditions and Treatments
- E. Military Exposures
  - 1. Agent Orange
    - a. Facts about Herbicides
    - b. Birth Defects
    - c. Exposure Locations
    - d. Research Studies
    - e. Publications and Reports

## Attachment A

- f. Advocacy and Assistance
- 2. Gulf War Illnesses
  - a. Medically unexplained Illnesses
  - b. Infectious Disease
  - c. Toxins Present in Gulf War
  - d. Research Studies
  - e. Publications and Reports
  - f. Advocacy and Assistance
- 3. Radiation Exposures
  - a. Facts about Radiation Exposure
  - b. Exposure Locations during Service
  - c. Radiation associated Disease
  - d. Research Studies
  - e. Publications and Reports
  - f. Advocacy and Assistance
- 4. Diseases and Conditions
  - a. Diseases and Conditions Health Index
  - b. Diseases associated with Military Service
- F. Mental Health
  - 1. Military Sexual Trauma
  - 2. Post-Traumatic Stress
  - 3. Traumatic Brain Injury
  - 4. Suicide Prevention
  - 5. Substance Abuse
- G. Special Groups
  - 1. Combat Veterans and their Families
  - 2. Returning Service Members
  - 3. Homeless Veterans
  - 4. LGBT Veterans
  - 5. Minority Veterans
  - 6. Rural Veterans
  - 7. Tribal Veterans
  - 8. Senior/Aging Veterans
  - 9. Women Veterans
- H. Medical Service Locations
  - 1. VA Medical Centers
  - 2. Vet Centers
  - 3. Choice Act

### **Module 4: Veteran 101 – “Filing a Compensation Claim”**

*(The Lessons in Module 4 provide the veteran with an overview of the benefits available through the Veterans Benefits Administration (VBA); filing a claim for benefits; identifying claims filing assistance; special programs/presumptive conditions.)*

- A. Compensation Types
  - 1. Disability
  - 2. DIC
  - 3. SMC
  - 4. Special Claims



## Attachment A

- a. Title 38 U.S.C. 1152 Claims
  - b. Automobile Allowance
  - c. Birth Defects/Spina Bifida
  - d. Clothing Allowance
  - e. Convalescence
  - f. Dentistry
  - g. Hospitalization
  - h. Individual Unemployability
- B. Claims Types
  - 1. Standard
  - 2. Fully Developed
  - 3. Pre-Service
  - 4. In-Service
  - 5. Post-Service
  - 6. Special Circumstances
- C. VA Claims Identifiers
  - 1. Original
  - 2. Re-Opened
  - 3. New Claim
  - 4. Secondary Claim
  - 5. Fully Developed Claim
- D. Evidence
  - 1. DBQ
    - a. Overview
    - b. Veteran Requirements
    - c. Medical Provider Requirements
- E. Effective Dates
  - 1. Direct Service Connection
  - 2. Presumed Service Connection
  - 3. Re-Opened Claim
  - 4. Liberalizing Law Change
  - 5. DIC Compensation
  - 6. Error
  - 7. Difference of Opinion
  - 8. Increases
  - 9. Disability Due to Death/Hospitalization
- F. USDVA Claims Process
  - 1. Process
  - 2. Claim Review
  - 3. Gathering of Evidence
  - 4. Review of Evidence
  - 5. Preparation for Decision
  - 6. Pending Decision Approval
  - 7. Preparation for Notification
  - 8. Completion of Claim
- G. Claims Benefit Rates
  - 1. Compensation Rates
  - 2. Special Monthly Compensation Rates
  - 3. DIC Rates

## Attachment A

4. Parents DIC Rates
5. Auto/Clothing/Medal of Honor Rates
6. VA Rate Calculation Process
7. Cost Of Living Allowance (COLA)
8. Combined Rates
- H. Applying for Benefits
  1. Discharge Requirements
  2. County Veteran Service Offices
  3. Accredited Claims Representatives
    - a. Veteran Service Organizations
    - b. Non-Profit Providers
    - c. Pro-Bono Attorneys
  4. VA Regional Offices
  5. VA Medical Centers
- I. Pension
  1. Veteran Pension
    - a. Eligibility
    - b. Additional Allowance
    - c. Veteran Pension Calculation
  2. Survivor Pension
    - a. Eligibility
    - b. Survivor Pension Calculation
  3. Aid and Attendance
    - a. Housebound
  4. Applying for Pension Benefits
- J. Life Insurance
  1. Service-members Group Life Insurance (SGLI)
  2. Veterans' Group Life Insurance (VGLI)
  3. Family Service-members Group Life Insurance (FSGLI)
  4. SGLI Traumatic Injury Protection Program (TSGLI)
  5. Service Disabled Veterans Life Insurance (S-DVI)
  6. Veterans' Mortgage Life Insurance (VMLI)
  7. Beneficiary Financial Counseling and Online Will

### **Module 5: California Veteran Benefits – “California Specific Benefits”**

*(The Lessons in Module 5 provide the veteran with an overview of the benefits available through the California Department of Veterans Affairs.)*

- A. CalVet Home Loan Program
- B. CalVet Homes, Long-Term Care
- C. California Veteran Dependent College Fee Waiver
- D. Fishing and Hunting Licenses
- E. License Plates
- F. Motor Vehicles Registration Fee Waiver
- G. State Parks and Recreation Pass
- H. Veterans Tax Benefits



## **Module 6: Protecting Your Benefits – “Understanding your Rights and Risks”**

*(The Lessons in Module 6 provide the veteran information on their rights associated with accessing their benefits, in addition to the risks associated from unscrupulous entities that prey upon veterans.)*

- A. Legislation Protecting Veterans’ Rights
- B. Pension Poaching
- C. Compensation and Pension Representation
- D. Appeals
- E. GI Bill Educational Benefits

## **Module 7: Discharge Upgrades – “Fixing Bad Paper”**

*(The Lessons in Module 7 provide the veteran with an overview of past policies and programs associated with less than honorable discharges; provides information and instruction on correcting military records; connects veterans to legal resources.)*

- A. Understanding Your Discharge
- B. Benefit Discharge Requirements
- C. “Don’t Ask, Don’t Tell”
- D. Service Connected Injury Discharge
- E. Correction of Records
- F. Character of Service Determination
- G. Legal Representation and Assistance

## **Module 8: Financial Literacy – “Providing for Now; Planning for the Future”**

*(The Lessons in Module 8 will provide the veteran the essentials of a financial education; provide the skills to confidently make financial decisions.)*

- A. Banking Basics
- B. Building a Budget
- C. Accounting Basics
- D. Money Management
- E. Financing/Loans
- F. Tax Planning/Preparation
- G. Buying a Home
- H. Building Wealth
- I. Planning for Retirement

## **Module 9: Identity – “Reboot your Civilian Self”**

*(The Lessons in Module 9 will assist the veteran in re-establishing their civilian identity and selecting a transitional pathway)*

- A. Introduction to your Civilian Self
- B. Boot Camp in Reverse
- C. Civilian Cultural Competency
  - 1. Family
  - 2. Community
  - 3. Professional/Corporate
- D. Networking
- E. Mentorship
- F. Picking a Path

## II. Cal-TAP Education Pathway

### **Module 1: Selecting a School – “Where should I go?”**

*(The Lessons in Module 1 will provide an overview of the public/private/for-profit/non-profit/vocational education institutions throughout the state; veteran will identify an education path; veteran will build an education plan.)*

- A. Post-Secondary Structure
- B. Aligning Interests/Experience with Education Goals
- C. Aligning Education Goals with Institution
- D. Introspection and Assessment
- E. Comparing Institutions/ “GI Bill Comparison Tool”
- F. “Principles of Excellence”
- G. Building an Education Plan

### **Module 2: Educational Benefits – “Paying for School”**

*(The Lessons in Module 2 will provide the veteran a detailed understanding of their educational benefits available through the USDVA, as well as State and Federal Grant opportunities.)*

- A. Montgomery GI Bill
- B. Post-9/11 GI Bill
- C. Vocational Rehabilitation
- D. Tuition Assistance
- E. CalVet Fee Waiver Program
- F. Yellow-Ribbon Program
- G. Financial Aid

### **Module 3: California Community Colleges – “Locations and Programs”**

*(The Lessons in Module 3 will provide the veteran an overview of the Community College system.)*

- A. Applying/Priority Registration
- B. Paying for School
- C. Enrolling
- D. Campus Support/Veteran Resource Centers
- E. Ensuring Success

### **Module 4: California State Universities – “Locations and Programs”**

*(The Lessons in Module 4 will provide the veteran with an overview of the California State University system.)*

- A. Applying/Priority Registration
- B. Paying for School
- C. Enrolling
- D. Campus Support/Veteran Resource Centers
- E. Ensuring Success

### **Module 5: University of California System – “Locations and Programs”**

*(The Lessons in Module 5 will provide the veteran an overview of the University of California system.)*

- A. Applying/Priority Registration
- B. Paying for School
- C. Enrolling
- D. Campus Support/Veteran Resource Centers
- E. Ensuring Success



### III. Cal-TAP Employment Pathway

#### **Module 1: Personal Appraisal – “Understanding your Strengths and Weaknesses”**

*(The Lessons in Module 1 will provide the veteran an assessment of all skills, experience, and employment goals.)*

- A. Military Experience
- B. Building a Career Catalog
- C. Translating Analyzing your Set of Skills
- D. Determining your work environment
- E. Career Passion and Values
- F. Career Research and Assessment

#### **Module 2: Job Search – “Finding a Career Path”**

*(The Lessons in Module 2 will provide the veteran strategic approaches to identifying and achieving career goals.)*

- A. Setting Goals
- B. Organizing the Search
- C. Researching Companies
- D. Veteran Specific Hiring Opportunities

#### **Module 3: State Employment – “Careers in California Government”**

*(The Lessons in Module 3 will provide the veteran an overview of the state hiring process; detail the process for successfully identifying and applying for state jobs.)*

- A. Eligibility
- B. Classifications/Job Titles
- C. Exam Types
- D. Minimum Qualifications
- E. Veteran Preference
- F. Job Search/Announcements

#### **Module 4: State Employment Assistance – “America’s Job Centers”**

*(The Lessons in Module 4 will provide the veteran with an overview of the employment benefits and services available through the Employment Development Department; detail veteran specific programs and assistance available.)*

- A. Employment Development Department Programs
- B. Disabled Veteran Outreach Program (DVOP)
- C. Local Veteran Education Representative (LVER)

#### **Module 5: Apprenticeship/OJT – “Learning on the Job”**

*(The Lessons in Module 5 will introduce the veteran to the state’s array of certified apprenticeship and OJT programs; applying earned educational benefits to Apprenticeship and OJT opportunities.)*

- A. Analyzing Technical Skills and Experience
- B. Understanding Apprenticeship Opportunity
- C. Using Educational Benefits toward Employment
- D. Understanding OJT Opportunity

## Attachment A

### **Module 6: Interview Techniques – “Standing Out from the Crowd”**

*(The Lessons in Module 6 will prepare the veteran to achieve success throughout the interview process.)*

- A. Understanding the Interview Process
- B. Tests and Associated Evaluations
- C. Interview Preparation
- D. Interview Performance
- E. Interview Follow-Up
- F. Evaluating and Negotiating Job Offers

## **IV. Cal-TAP Entrepreneurship Pathway**

### **Module 1: Veteran Owned Business Enterprise Programs – “Getting Certified”**

*(The Lessons in Module 1 will provide the veteran with an overview of the state and federal programs developed specifically for veteran business owners.)*

- A. Disabled Veteran Business Enterprise Program Overview
- B. How to Become DVBE Certified
- C. How to do Business with the State
- D. Accessing State Contracts
- E. Small Business Enterprise (SBE) Certification and Benefits Overview
- F. How to Become SBE Certified
- G. Veteran Owned Small Business VOSB/Service Disabled Veteran Owned Small Business (SDVOSB) Program
- H. How to Become Certified with the USDVA
- I. Accessing Federal Contracting Opportunities

### **Module 2: Veteran Business Centers – “Designing your Business for Success”**

*(The Lessons in Module 2 will provide the veteran with the assistance and tools to establish and grow a veteran-owned small business.)*

- A. Evaluating Business Concepts
- B. Developing a Business Plan
- C. Developing a Marketing Plan
- D. Leveraging Capital
- E. Identifying Mentorship Assistance
- F. Growth Strategies
- G. Human Resources
- H. Connecting Resources and Technical Assistance

### **Module 3: Entrepreneurship Resources – “Resources to Help Build your Business”**

*(The Lessons in Module 3 will provide an overview of the various agencies, departments, and affiliates which provide programs and services in support of veteran business owners.)*

- A. Governor's Office of Business and Economic Development (GO-Biz)
- B. The Small Business Administration (SBA)
- C. Veteran Business Outreach Centers (VBOC)
- D. California Chamber of Commerce
- E. Community Commerce Chapters
- F. Women's Business Centers
- G. Alliance Network/Elite Network

## **Attachment A**

- H. SCORE – Mentorship Programs
- I. Certified Development Companies
- J. Procurement and Technical Assistance Centers

**California Transition Assistance Program  
Workload Analysis**

Classification	Position Function	Location	Duties	Annual Hours	Start Date
<b>Associate Governmental Program Analyst</b>	Cal-TAP Training Coordinator	Sacramento	Facilitate the in-person trainings throughout the state to include identifying and securing venues, providing training materials, scheduling the presenters regionally, hosting the presenters to ensure they have what they need at the venues, arranging the venue, handling the curriculum materials for each student, and ensuring a survey is completed by students upon completion of the Cal-TAP program.	2,000	July-2016
			Validate each service provider that is the CalVet Service Provider database as well as included in the in-person trainings as presenters. Research the service providers and ask constituents about their experiences with that provider to ensure that CalVet is referring veterans and their families to high quality organizations for assistance. Update the Service Provider database as required so that it is inclusive of all vetted providers throughout the state.	1,600	
			Provide assistance to VSD management in the development and collection of veteran demographic and needs-based information. Send information to the data analyst and provide subject matter expertise on how to continuously improve the curriculum based on student surveys, service provider feedback, and other data inputs.	850	
			Assist with difficult and complex issues that some constituents throughout the state have with obtaining veteran benefits in their area of expertise; connect constituents with service providers; provide referrals to public agencies; research their issues and difficulties in obtaining benefits and provide solutions and response via phone, correspondence, or in person.	800	
			<b>Total Hours</b> <b>Positions @ 1,776 hours per year</b>	<b>5,250</b> <b>3.0</b>	
<b>Staff Services Manager II</b>	Cal-TAP Program Manager	Sacramento	Perform the full range of supervisory duties for 6 professional staff. Responsible for the supervision and training of analysts responsible for the development of the Cal-TAP curriculum and instruction, both online and in person. Plan, organize, and direct staff in the completion of their duties; monitor and evaluate staff work and standards of conduct, track completion of assignments.	600	July-2016
			Evaluate and monitor the Cal-TAP program development and implementation. Oversee the data collection, analysis, and reporting of information gathered through registrations and student participation. Provide leadership to the program in making decisions on how and where to target outreach for the Cal-TAP program as well as content of the curriculum regionally, based on established resources in the area and veteran needs.	550	



**California Transition Assistance Program  
Workload Analysis**

Classification	Position Function	Location	Duties	Annual Hours	Start Date
			Evaluate the Cal-TAP program for efficacy and strategically align the program to most effectively use the unit's resources. Develop and track performance metrics regionally in order to measure success in meeting the needs of local veterans of all ages, war eras, and demographic backgrounds. Prepare reports for and assist the VSD leadership in the analysis and formulation of Division policy in relation to veteran education regarding benefits and services available.	400	
			Develop procedures to improve relationships with service providers throughout the state. Develop, implement, and maintain a strategy for continuously updating the CalVet Service Provider database.	200	
			Represent the Department at meetings with federal, state, and local governmental agencies, and private and public veteran organizations with subject matter expertise on veteran benefits and services.	50	
			<b>Total Hours</b>	<b>1,800</b>	
			<b>Positions @ 1,776 hours per year</b>	<b>1.0</b>	
<b>Associate Governmental Program Analyst</b>	Data and Research Analyst	Sacramento	Independently gather data and research best practices to develop analytical reports with recommendations for VSD management to most effectively use resources to improve the utilization and awareness of veteran benefits and services in California. Data sources include demographics from federal (USDVA, US Census Bureau, HUD, etc.), State (proprietary demographics collected from grant programs, website profiles, etc.) and other sources, and requires a high level of analytical research ability to determine which data sources are most useful and search out additional data sources that will support targeting outreach and initiatives on specific regions or demographics throughout California.	750	July-2016
			Assist in developing performance metrics to continuously evaluate the efficacy of the curriculum. Evaluate the learning methodologies, service provider satisfaction, veteran needs of each region, service provider strength and weaknesses in each region.	250	
			Develop reports for VSD management and CalVet leadership to describe the accomplishments of the Cal-TAP program, as well as strategically, what the future areas of improvement are.	300	
			Develop strategic plans for VSD to include performance metrics, assessments of progress towards objectives and goals, and annual performance reports in order to improve the efficacy of VSD's efforts for the next year.	400	
			Independently research and develop issue papers for veteran topics as needed to consider during strategic planning.	200	
			<b>Total Hours</b>	<b>1,900</b>	
			<b>Positions @ 1,776 hours per year</b>	<b>1.0</b>	

**California Transition Assistance Program  
Workload Analysis**

<b>Classification</b>	<b>Position Function</b>	<b>Location</b>	<b>Duties</b>	<b>Annual Hours</b>	<b>Start Date</b>
<b>Associate Governmental Program Analyst</b>	Cal-TAP Online Curriculum Developer	Sacramento	Develop the Core Cal-TAP online curriculum to inform and connect veterans of all eras successfully. Upon completion of the curriculum, participants will be led into three pathways: Education, Employment, and Entrepreneurship—a total of about 21 modules. as part of the curriculum and program, develop a certification process for all participating service providers and presenters to ensure they are culturally competent per a mandatory training course prior to delivering training to veterans participating in the program.	2,000	July-2016
			Conduct research and analyze demographics and veterans needs to ensure the curriculum meets the Cal-TAP goals and objectives to provide information to veterans and their families of all eras and demographics. Ensure the curriculum is based on current best practices and the analysis of veteran demographic and benefit usage data regionally.	500	
			Develop and collect performance metrics to measure the success of the program, as well as to formulate ways to improve the program. Track the number of participants, demographics of participants, etc. in order to target outreach and marketing about the program effectively.	600	
			Independently research and develop issue papers as needed for management to consider during strategic planning for the Cal-TAP and outreach programs VSD directs.	400	
			<b>Total Hours</b>	<b>3,500</b>	
			<b>Positions @ 1,776 hours per year</b>	<b>2.0</b>	